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ABSTRACT

Developed for high school students, this career education guide and workbook contains information and activities to help students participating in an experience-based career education program. The booklet begins with a brief section that explains the guide and workbook, lists the program requirements, introduces career exploration, and presents a career development activities survey form. The remainder of the content is comprised of student learning activities along with some relevant information. The activities, which consist of checklists and open-ended questions requiring answers or the listing of information, are presented as forms for students to complete. The areas covered are the following: career exploration; taking a look at interests; the job orientation self awareness inventory; some questions for thought and discussion; where one can get career information; career materials center; Ohio vocational interest survey; ability and aptitudes; you and your abilities (checklist); skills and careers; careers, education and training; values and careers; behavior checklist; personal inventory; personality checklist; personality and the job; work attitudes; career clusters; assessing academic performance; school subjects are important; planning sheet, school subjects; making career decisions; problems in the world of work; career planning guide; career exploration evaluation; Lorain, an industrial city; practice application form; and vocational education programs. (EM)

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CAREER EXPLORATION GUIDE

AND

WORKBOOK

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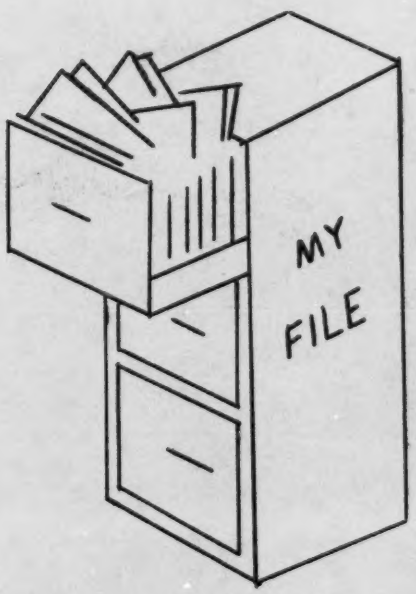
ABOUT THIS GUIDE AND WORKBOOK

This Career Education Guide and Workbook contains information and activities that will guide your participation in Experience Based Career Education.

Some of the activities will help you find out about yourself. Others will introduce you to the many aspects of the world of work. Your work will be guided by a Career Education Specialist, your counselors, and your teachers.

When completed, this Career Education Guide and workbook should be kept for future reference.

Your thoughts and ideas are important. It is important that you keep a file of all materials used in Experience Based Career Education. If you do this you will be able to see and measure your changes in thinking.



PROGRAM REQUIREMENTS

1.	Attend all class sessions.	7½ hours
2.	Complete explorations.	18 hours
3.	Complete projects or activities in Mathematics and English	9½ hours
	TOTAL TIME	35 hours

4. Complete the student handbook by the end of the semester.

5. Complete your personal file by the end of the semester.

A CERTIFICATE WILL BE AWARDED FOR COMPLETION OF THE PROGRAM

INTRODUCTION

Have you ever stopped to wonder what your future will be like? The answer to this question will depend upon many factors including your interests, abilities, aptitudes, and the kind of life style you want to lead. Of course proper planning may help you achieve your goals. Through Career Exploration, each student can gather information and secure experiences related to interest in occupations. The question is often asked, "When should I decide upon a career?" The answer to this question depends upon an individual's readiness to make a decision. Deciding upon a career is an important decision. This decision should be based upon the best information you can get. The choice of a career will be yours to make. Others can give you information and advice but nobody can really tell you what to do with your life. You need to accept responsibility for planning. Your approach to your years as a worker should be planned in such a way that you can achieve self satisfaction as well as financial rewards.

FOR YOUR INFORMATION

CHECK "YES" OR "NO" AFTER EACH STATEMENT

1. Have you given serious thought to your future and a career?

   yes ___ no ___

2. Do you think that what you are learning now in school will help you in the future?

   yes ___ no ___

3. Do you make good use of school time and time away from school?

   yes ___ no ___

4. Do you have a variety of hobbies and other interests?

yes ___ no ___

5. Have you sought the advice of your parents, counselors and teachers?

yes ___ no ___

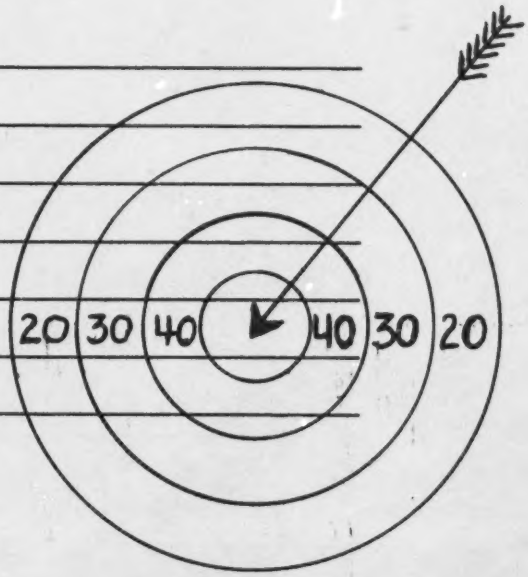
6. Are you ready to accept responsibility for planning for your future?

yes ___ no ___

7. List your immediate goals. List your long range goals.

Immediate

Long Range



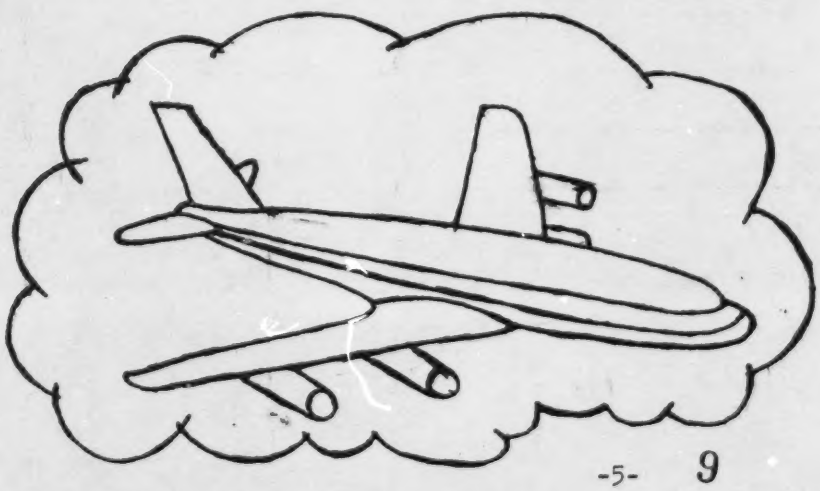
TAKE AIM AT YOUR FUTURE!!!

SURVEY OF CAREER DEVELOPMENT ACTIVITIES

CHECK "YES" OR "NO" TO EACH STATEMENT BELOW

RESPONSE	ACTIVITY	TIMES
yes ___ no ___	Have used career resource center in the library.	1 2 3 4 5 6
yes ___ no ___	Have taken an individual career education field trip.	1 2 3 4 5 6
yes ___ no ___	Have tried out some jobs that interest me.	1 2 3 4 5 6
yes ___ no ___	Have observed workers in careers that interest me.	1 2 3 4 5 6
	Have been involved in career related activities in my classes as follows:	
yes ___ no ___	English	1 2 3 4 5 6
yes ___ no ___	Science	1 2 3 4 5 6
yes ___ no ___	Mathematics	1 2 3 4 5 6
yes ___ no ___	Industrial Arts and Home Economics	1 2 3 4 5 6
yes ___ no ___	Social Studies	1 2 3 4 5 6
yes ___ no ___	Health or Physical Education	1 2 3 4 5 6
yes ___ no ___	Music	1 2 3 4 5 6
yes ___ no ___	Art	1 2 3 4 5 6

NOTE: This survey will be taken again at the completion of the program.



GET YOUR CAREER PLANNING

OFF THE GROUND!!!

CAREER EXPLORATION

WHY? WHEN? WHAT?

Briefly answer the following questions. A discussion will be held.

Why should students begin to explore careers early?

When should careers be studied?

What careers should be studied?

TAKING A LOOK AT INTERESTS

Someday you will go to work. It is important to find the career that most nearly has all of the things you want. It is also important to know something about yourself so you can make a committment to your work whatever it might be.

Each person has many different interests. It is possible to relate one or more of your interests to a career. At this time you should begin to identify all of your interests and the careers that relate to them.

Someday, you will need to narrow down your interests and begin to think about the kind of career you really want. Being aware of your interests and the careers that are available will help you make that important decision when the time comes.

SOME DIFFERENT WAYS OF CATEGORIZING INTERESTS IN OCCUPATIONS

In the following activity, list an interest and see if you can name some of the careers that go along with the interests. An example is given:

	INTERESTS	RELATED OCCUPATIONS
Example:		
1.	Chemistry	Engineer, Chemical Technician, Chemical Laboratory Technician- Hospital Laboratory Technician Plastics Industry Worker Environmental Scientist
2.	_____	_____
		_____
		_____
		_____
		_____

THE JOB ORIENTATION SELF-AWARENESS INVENTORY

All jobs have both pleasant and unpleasant aspects. Only you can decide which unpleasant aspects you are willing to tolerate in order to enjoy the pleasant ones. The purpose of this inventory is to make you think about some of the aspects of being employed that you may not have considered before.

Answer each question with a "yes", or a "no", or a "maybe" and be sure to consider each item. Remember that there are not any right or wrong answers, only your answers.

1. Do you like to work with

_____ ideas

_____ animals

_____ plants

_____ things

_____ people

_____ numbers

_____ machines

2. Do you like to

_____ work outdoors

_____ work inside

_____ move around a lot

_____ stay in one place

_____ talk to other people

_____ listen to other people

_____ touch other people

_____ make new things

_____ fix broken things

_____ work with small objects

_____ drive a car

3. If it meant you could earn a lot of money, would you be willing to

_____ work 10-12 hours a day

_____ get up at 4 a.m. and work 10-12 hours a day

_____ work in the evening or on the night shift

_____ work on weekends if necessary

_____ travel or be away from home a lot

_____ get a college degree

_____ go to professional school like medicine or law school

4. Are you physically able to

_____ bend, stoop and reach

_____ lift and carry a 50 pound sack

_____ climb a ladder

_____ use hand tools or a typewriter

_____ walk or stand on your feet for hours at a time

_____ hear what other people are saying

_____ use your eyes on close work for hours at a time

_____ see with 20-40 vision or better

_____ see different colors

_____ tolerate a lot of noise

_____ tolerate unpleasant odors

_____ work on a job that requires physical endurance

5. Could you

_____ sit in one place for hours at a time

_____ work alone

_____ work with other people

_____ converse pleasantly regardless of how you feel

_____ be pleasant to someone who is nasty to you

_____ do the same thing over and over again without losing your efficiency

_____ do many different things in the same day

_____ tell other people what to do and be responsible for seeing that they do it

6. Can you

_____ persuade other people to do what you want them to

_____ keep accurate records

_____ follow written instructions

_____ do a job somebody else's way even though you feel your way is better

_____ get your work done even though your boss is away

_____ plan your own work and follow your plan

_____ leave your personal problems at home

7. Are you willing to

_____ be well groomed and neat while you are working

_____ be on time for work and regular in your attendance on the job

_____ get your hands and clothing dirty

_____ wear a uniform

_____ join a union

_____ work without pay while you are learning the skills of a job

_____ work at a job that is dangerous

8. Are you the kind of person who can

_____ remain calm in an emergency

_____ work with people who are sick or injured

_____ work with people who are in trouble or need your help

_____ make decisions and accept the blame if they are wrong

_____ give orders in such a way that people will follow them

_____ think up new ideas and ways of doing things

_____ keep doing the same old thing and doing it well

_____ meet deadlines and have work ready when it is due

9. Could you work efficiently if

_____ you were in an open place high above the ground

_____ you were in a small closed-in confined place

_____ there was a lot of noise around you

_____ there was an unpleasant odor

_____ it was usually hot

_____ it was usually cold

_____ you had to work outside in the rain and snow

_____ you had to work under pressure

No one could honestly answer yes to all the questions; nor should they have answered with all no's. Now count up the yes and no responses and record them below. The more yes answers you have and the fewer no's perhaps the greater choice you'll have in selecting a career.

YES_____

NO_____

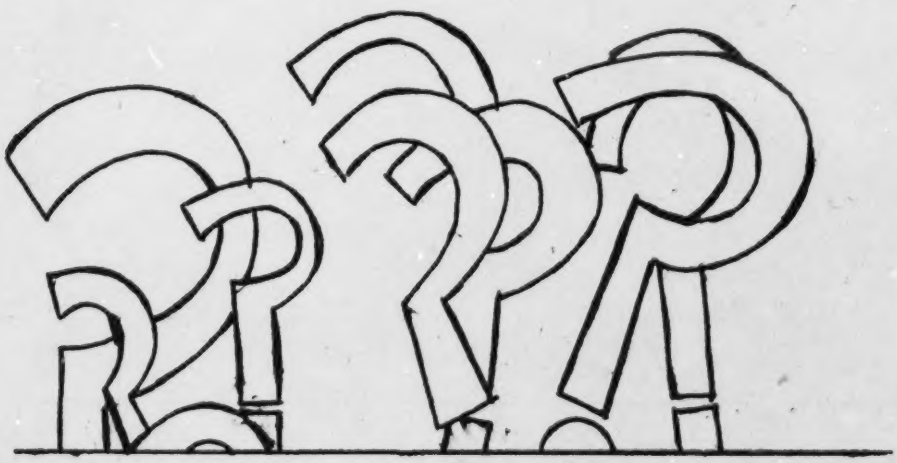
NOTE: The Job-Orientation Self Awareness Inventory reprinted by permission of Career Associates, P.O. Box 2316, Newport Beach California 92663.

SOME QUESTIONS FOR THOUGHT AND DISCUSSION

Check "Yes" or "No" To Each Statement

BEFORE EBCE	AFTER EBCE	
Yes___No___	Yes___No___	It is important that we understand ourselves.
Yes___No___	Yes___No___	Various influences shape our personalities.
Yes___No___	Yes___No___	Planning is not very important in achieving our goals.
Yes___No___	Yes___No___	There is no one we can go to for help in solving problems.
Yes___No___	Yes___No___	There is no difference between interest and ability.
Yes___No___	Yes___No___	Personal interest affects your choice of a career.
Yes___No___	Yes___No___	Interests do not change over the years.
Yes___No___	Yes___No___	Abilities influence success in a career.
Yes___No___	Yes___No___	It is important to analyze one's abilities.
Yes___No___	Yes___No___	A person's interest and abilities are always the same.
Yes___No___	Yes___No___	Personality characteristics influence occupational success.
Yes___No___	Yes___No___	Personality can be improved.
Yes___No___	Yes___No___	Parents should be involved in your career choice.
Yes___No___	Yes___No___	One has little responsibilities toward parents.
Yes___No___	Yes___No___	People work just to make money.
Yes___No___	Yes___No___	It is important to make educational and vocational plans early.
Yes___No___	Yes___No___	A person can achieve success in more than one career in a lifetime.
Yes___No___	Yes___No___	It is not very important to understand employment trends.
Yes___No___	Yes___No___	There is no such thing as job descrimination.
Yes___No___	Yes___No___	There are many sources of occupational information within the school.
Yes___No___	Yes___No___	It is helpful to understand the educational training requirements for an occupation while you are still in school.

BEFORE EBCE	AFTER EBCE	
Yes___No___	Yes___No___	Work experience is valuable to a person's career.
Yes___No___	Yes___No___	There are advantages and disadvantages to vocational work.
Yes___No___	Yes___No___	There are advantages and disadvantages to college education.
Yes___No___	Yes___No___	Your life after high school will not be much different.
Yes___No___	Yes___No___	High school is a waste of time.
Yes___No___	Yes___No___	Dropping out of high school is a smart move.
Yes___No___	Yes___No___	You have all the answers to your questions.



What questions would you like to have answered???

_____

_____

_____

_____

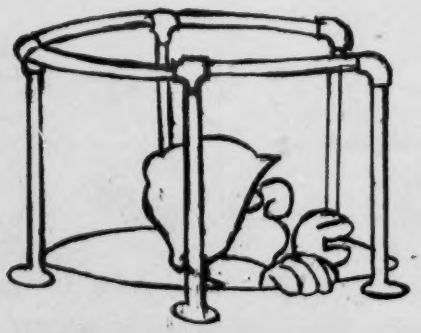
_____

WHERE CAN I GET CAREER INFORMATION?

Career information is available from many sources. Following is a list of some sources that are within your reach. Check those you have already seen for information and advice before and after your participation in experience based Career Education.

BEFORE EBCE	AFTER EBCE	
_____	_____	School counselors
_____	_____	Parents
_____	_____	Teachers
_____	_____	Labor organizations
_____	_____	Places of employment
_____	_____	School and public libraries
_____	_____	Employed persons
_____	_____	Professional or civic organizations
_____	_____	Friends and relatives
_____	_____	Newspapers and magazines

There are many sources of free information on careers. Names and addresses may be obtained from your counselors and the career education office.



COME OUT AND TAKE A LOOK AROUND!!!

CAREER MATERIALS CENTER

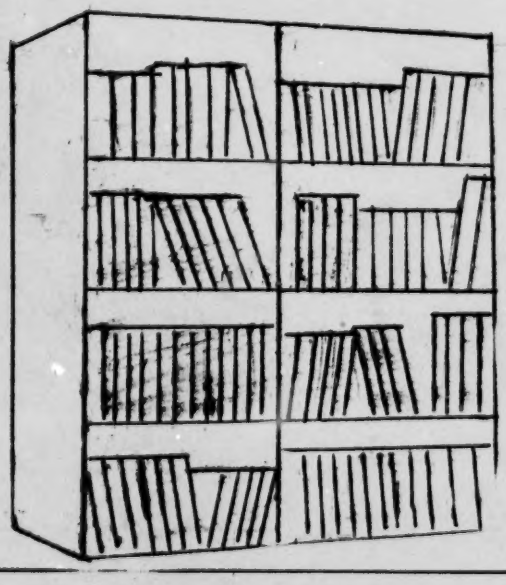
The Career Materials Center located in the library offers a variety of career materials. A wide range of books, college catalogs, and vocational information are available for your use.

In addition, there is a bulletin board display of unique career information. The Occupational and College View Deck has proven to be helpful to many students and is available to you. An assortment of FREE career information is located in the conveniently placed pamphlet racks.

The career education office contains much information on the career clusters and individual occupations. The Chronicle Career Kit is an extensive collection of career information. This may be used upon request.

A large number of career oriented filmstrips and cassettes may be used upon request. The necessary equipment needed to view or listen to this material will be provided for you.

You will find what you are looking for, on any career subject, in the Career Materials Center. See the career education coordinator or the librarians. They will be happy to serve you.



VISIT THE CAREER MATERIALS CENTE

IN THE LIBRARY. . .

THE OHIO VOCATIONAL INTEREST SURVEY

As an Admiral King student you have or will have taken The Ohio Vocational Interests Survey. Look at the reprint of the Student Report Folder. You will see that the OVIS measures 24 interest scales. The reasons for taking the survey and its value is also explained. You will also see a sample Profile Chart.

The Profile Chart ranks your interest from high to low depending on the way you answered the survey items. Do not be afraid to explore occupations related to the scales where you scored low.

If you have any questions about the OVIS you should see your counselor. If you have taken the OVIS a copy of your profile chart should be in your folder and you can refer to it any time you are planning for the future.

THE OVIS INTEREST SCALE

1. Manual Work
2. Machine Work
3. Personal Services
4. Caring for People or Animals
5. Clerical Work
6. Inspecting and Testing
7. Crafts and Precise Operations
8. Customer Services
9. Nursing and Related Technical Services
10. Skilled Personal Services
11. Training
12. Literary
13. Numerical
14. Appraisal
15. Agriculture
16. Applied Technology
17. Promotion and Communications
18. Management/Supervis
19. Artistic
20. Sales Representativ
21. Music
22. Entertainment and Performing Arts
23. Teaching, Counselin & Social Work
24. Medical

WE WILL USE OHIO VOCATIONAL INTEREST RESULTS IN CAREER EXPLORATION.

ABILITY AND APTITUDES

WHAT IS ABILITY?

Simply defined, ability is some skill that you possess. It is something you can already do. Numerous persons around you might possess the same skill to a greater or lesser degree.

It will be helpful for you to determine your abilities because this will directly influence your choice of a career.

There are different ways to determine your abilities. First, you are probably aware of some things that you do well compared to others. Another way to determine your abilities is to take special test given by the school for this purpose. Your school counselor can help you understand what your abilities really are. A visit to your counselor can help you discover what your strengths and weaknesses really are. Knowing this may help you plan your school program and help you make a choice concerning a career for which you are best suited.

WHAT IS APTITUDE

An aptitude is a potential for performing an activity. Some things that might influence your potential are your genetic structure (what you got as a result of being born to your parents), your physical makeup, (how well your body operates), and your environment.

Can aptitudes change? With experience, training, and practice aptitudes can change. Perhaps you are not even aware of the aptitudes you possess. Again, certain tests such as the General Aptitude Test Battery can help you find out something about your aptitudes and how they relate to making career choices.

ABILITY VS. APTITUDE

John Jones always wanted to be on the high school track team. When he was twelve, he could outrun everyone on his block. When John entered the 9th grade he joined the track team. Look at his record over four years in the 100 yard dash.

GRADE	TIME - 100 YARD DASH
9	11.0
10	10.6
11	10.2
12	9.9

QUESTIONS

1. What do you think John's ability was as far as track was concerned?

2. What would you say about John's potential in track and field?

3. List some reasons that might have caused his improvement?

4. Do you think that John has reached his true potential?

If you thought through each of the questions above you have perhaps concluded that there are many factors to think about as far as aptitude is concerned. What about your own abilities and aptitudes? Do you know what they are?

YOU AND YOUR ABILITIES

Listed below are several specific areas of ability. On the right are three degrees of ability. Consider each ability individually and check the degree which you believe you possess. Discuss your assessment of your abilities with your teachers, counselors, or career education coordinator.

AREA OF ABILITY	DEGREE OF ABILITY		
	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
PHYSICAL			
a. Strength			
b. Coordination (Muscle Control)			
MANUAL (Skillful use of hands or tools)			
MECHANICAL (Skill with machines)			
CLERICAL (Writing, recording, note taking)			
LEADERSHIP			
SOCIAL (Getting along with others)			
MUSICAL			
ARTISTIC			

Continuation

YOU AND YOUR ABILITIES

AREA OF ABILITY	DEGREE OF ABILITY		
	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
MENTAL			
a. Verbal Meaning (Ability to understand ideas expressed in words)			
b. Reasoning (Ability to solve problems)			
c. Numerical (Ability to work with numbers rapidly and accurately)			
d. Word Fluency (Ability to write and talk easily)			
e. Memory (Ability to recall past experience)			

LIST SOME OF THE SKILLS YOU POSSESS AT THIS TIME. TELL HOW THEY MIGHT RELATE TO A CAREER.

SKILL	RELATIONSHIP TO CAREER POSSIBILITY
1. _____	_____
	_____
	_____
	_____
	_____
2. _____	_____
	_____
	_____
	_____
	_____
3. _____	_____
	_____
	_____
	_____
	_____
4. _____	_____
	_____
	_____
	_____
	_____

LIST THREE JOB TITLES OF FRIENDS OR RELATIVES THAT WORK. OUTLINE THEIR EDUCATION AND TRAINING. MAIN RESPONSIBILITIES IN THEIR JOBS, AND WHAT THEY LIKE OR DISLIKE ABOUT THEIR JOB.

1. TITLE: _____

   Education and Training: _____

   _____

   _____

   Main Responsibility: _____

   _____

   _____

   Likes and Dislikes: _____

   _____

   _____

2. TITLE: _____

   Education and Training: _____

   _____

   _____

   Main Responsibility: _____

   _____

   _____

   Likes and Dislikes: _____

   _____

   _____

3. TITLE: _____

   Education and Training: _____

   _____

   _____

   Main Responsibility: _____

   _____

   _____

   Likes and Dislikes: _____

   _____

VALUES AND CAREERS

What are human values? The word value suggests the "worth" of something. Human values are those things that an individual believes are worthy of believing in or doing. Our values become part of our personality as we learn them. In this case we are thinking about those actions which our society deems "acceptable".

Our values can determine career choice. In the following activity, list some occupations that relate to each "value".

1. Job Security

_____

_____

_____

2. Helping People

_____

_____

_____

3. Being Creative

_____

_____

_____

4. Protecting People

_____

_____

_____

5. Working With Other People

_____

_____

_____

6. 8 - 4 Day

_____

_____

_____

7. Traveling

_____

_____

_____

8. Earning High Pay

_____

_____

_____

9. Protecting Our Environment

_____

_____

_____

In this section many ways have been explored through which students may begin to look at careers. Some of these were interests, both expressed and measured, abilities, aptitudes, and values. List five careers that you would be interested in at this time and give reasons why you might be interested. Incluse your values in the reasons as well as other aspects about yourself.

CAREER	REASON FOR CHOICE
1. _____	_____
	_____
	_____
	_____
2. _____	_____
	_____
	_____
	_____
3. _____	_____
	_____
	_____
	_____
4. _____	_____
	_____
	_____
	_____
5. _____	_____
	_____
	_____
	_____

BEHAVIOR CHECK LIST

yes	no	undecided	I am a pleasant person. I smile alot.
yes	no	undecided	I follow instructions well.
yes	no	undecided	I accept criticism well.
yes	no	undecided	I seldom complain.
yes	no	undecided	I am a helpful person.
yes	no	undecided	I am loyal to my friends.
yes	no	undecided	I am able to understand the other person's point of view.
yes	no	undecided	I show respect for adults or persons in authority.
yes	no	undecided	I do not make excuses for my mistakes.
yes	no	undecided	I follow school regulations.
yes	no	undecided	I always keep a committment.
yes	no	undecided	I have many varied interests.
yes	no	undecided	I am considerate of other persons.

NUMBER OF YES'S CHECKED _____

NUMBER OF NO's CHECKED _____

You should have been able to check yes to most of the statements above. If you were honest in your evaluation of yourself you found that you checked no to some statements or were undecided about others. If so, you should evaluate yourself on the items that were checked no and decide upon a plan of improvement for those items. You need to do some thinking about the "undecided" responses.

PERSONAL INVENTORY

List below what you believe are your strong points and weak points. Be honest with yourself. List your talents as well as your faults.

STRONG POINTS	WEAK POINTS

PERSONALITY CHECK LIST

PERSONALITY CHARACTERISTIC	RATING (CHECK ONE)		
	STRONG	AVERAGE	WEAK
Politeness			
Punctuality			
Interest			
Ambition			
Enthusiasm			
Dependability			
Neatness			
Patience			
Loyalty			
Efficiency			
Honesty			
Cheerful			
Helpful			
Organization			
Cooperative			
Respect for rules			
Patience			

The above personality checklist may help you discover some strengths and weaknesses. Be honest with yourself in checking the above points. Try to make corrections, especially in those areas in which you find yourself to be weak.

PERSONALITY AND THE JOB

List five personality traits you feel one needs to be successful at work and in school. Give reasons why the traits would be important.

TRAIT	REASON
1. _____	_____
	_____
	_____
	_____
2. _____	_____
	_____
	_____
	_____
3. _____	_____
	_____
	_____
	_____
4. _____	_____
	_____
	_____
	_____
5. _____	_____
	_____
	_____
	_____

WORK ATTITUDES

Every person that works must develop preper work attitudes. Success in a career will depend a great deal upon your own attitude. Explain why an employer would place great importance upon the following work attitudes.

1. Getting along with other people

2. Pride in Workmanship

3. Honesty at work

4. Being responsible for tools and equipment

5. Enthusiasm for the job

6. Following safety rules

7. Following company policy

8. Giving more than minimum effort

The Career Clusters devised by the United States Office of Education is a way to categorize the 22,000 different jobs in the United States.

The clusters and some of the typical jobs are outlined below.

1. Agri-Business and Natural Resources	Forest Ranger Soil Scientist Forestry Aide Veterinarian Horticulturist
2. Environment	Treatment Helper Air Analyist Ecologist Refuse Collector Laboratory Technician
3. Health	Physician Practical Nurse Registered Nurse Pharmacist Medical Illustrator
4. Marine Science	Ship's Master Zoologist Marine Engineer Oceanographer Seaman
5. Communications and Media	Illustrator Broadcaster Broadcast Technician Reporter Advertising Salesman
6. Business and Office	Secretary Stenographer Accountant Personnel Specialist Business Machine Operator
7. Marketing and Distribution	Salesman Buyer Purchasing Agent Product Designer Warehouse Manager

8. Public Service	Teacher Police Person Fire Person Postal Worker Senator
9. Transportation	Air Traffic Controller Pilot Stewardess Truck Driver Dispatcher
10. Personal Services	Barber Beautician Manicurist Cosmetologist Masseur
11. Consumer and Homemaking Education	Chef Interior Decorator Model Cook Appliance Demonstrator
12. Hospitality and Recreation	Teacher - Coach Clerk - Travel Agency Athlete Hotel Manager Hostess
13. Fine Arts and Humanities	Artists Novelist Arranger Actor/Actress Illustrator
14. Manufacturing	Assembler Test Technician Materials Handler Stock Clerk Inspector
15. Construction	Electrician Plumber Carpenter Stonemason Contractor

NOTE: Some jobs may be found in more than one cluster. For example an illustrator may work in Communications, Health, and Art.

STUDENT ACTIVITY

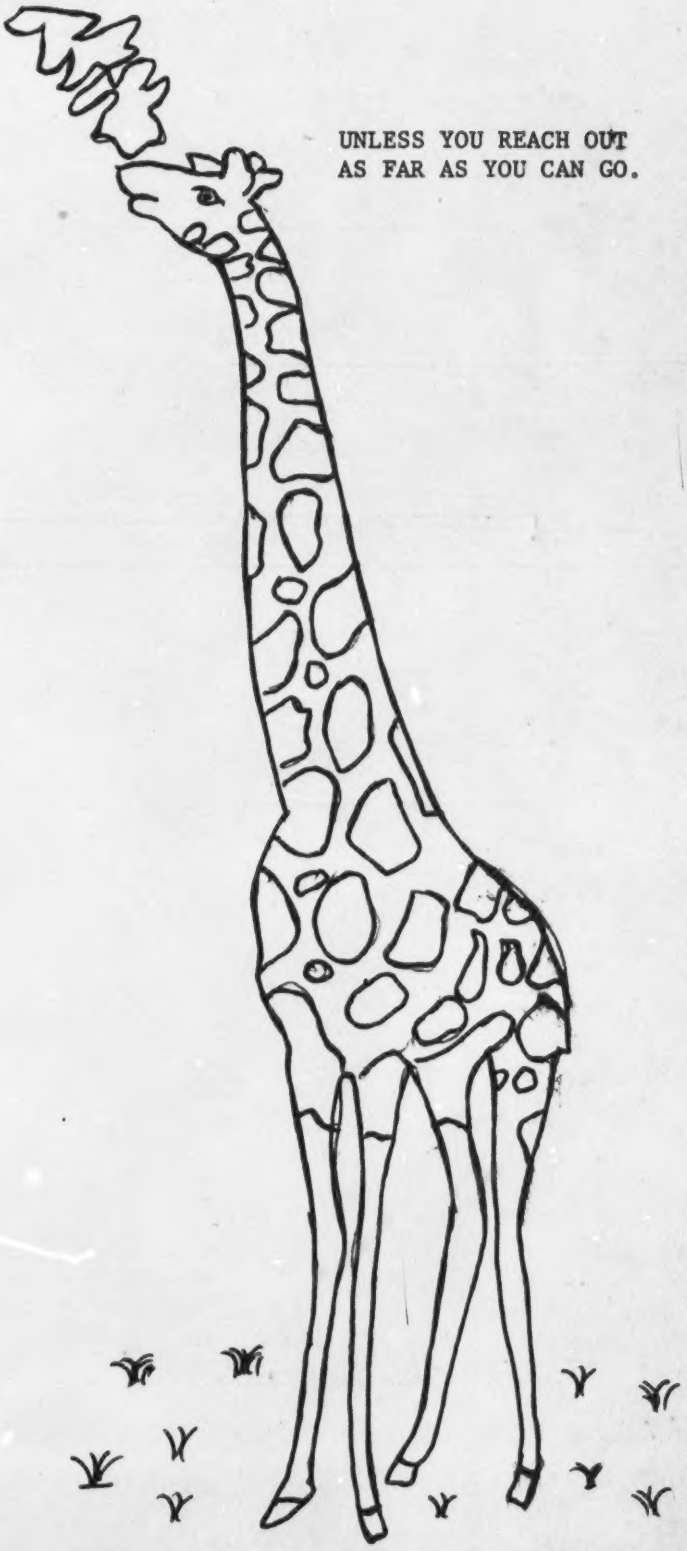
CAREER CLUSTERS

Directions: For the following activity list five (5) clusters that interest you and list five additional occupations not given in the examples on pages ____, ____.

1. _____
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
2. _____
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
3. _____
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
4. _____
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
5. _____
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

ASSESSING YOUR ACADEMIC PERFORMANCE

YOU'LL NEVER KNOW
HOW FAR YOU CAN REACH . . .



UNLESS YOU REACH OUT
AS FAR AS YOU CAN GO.

An honest evaluation of your academic performance is imperative in planning for the future. Not only what you have accomplished in the past, but what you can do in the future is all part of an ACTION PLAN.

1. For each of the subject areas listed below, write your average grade over the past two years.

ENGLISH_____

SOCIAL STUDIES_____

SCIENCE_____

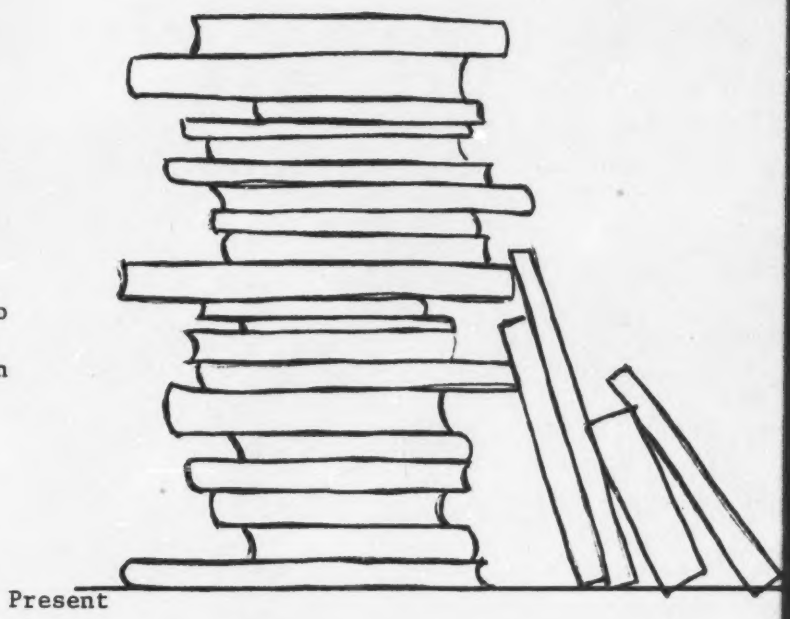
MATHEMATICS_____

SUBJECT OF YOUR CHOICE

_____ _____
(subject)

ASSESSING
YOUR ACADEMIC PERFORMANCE

Select a subject in which you want to improve. Using your teacher as a resource, work out a plan to reach an academic goal which you will set.



Subject_____

Present Grade_____ Teacher_____

Hours/week spent in preparation_____

Breakdown of the total preparation time:

Homework (written)_____ Homework (study)_____

Review for tests_____ Projects_____

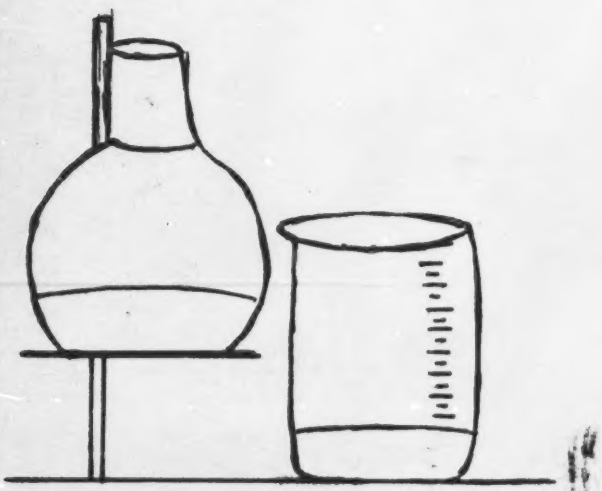
Absences_____ Tardiness_____

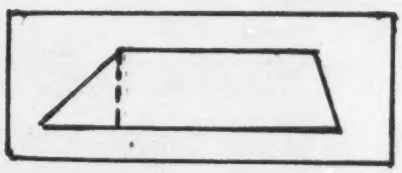
Attitude

SCHOOL SUBJECTS ARE IMPORTANT

LIST SOME OCCUPATIONS WHERE A KNOWLEDGE OF THE FOLLOWING SUBJECTS ARE IMPORTANT. CHECK YOUR LISTS WITH YOUR SUBJECT AREA TEACHERS TO SEE IF IT IS ACCURATE.

SUBJECT	OCCUPATIONS
ENGLISH	
HEALTH	
MATH	
SCIENCE	
SOCIAL STUDIES	





PLANNING SHEET - REACHING MY CAREER GOALS

NAME _____ DATE _____ HOMEROOM _____

CAREER AREA _____ COUNSELOR _____

Directions: Using your student course selection guides, plan a tentative course of study related to the above career area. Have your counselor check your plan.

MAJOR (Two check marks)

MINOR (One check mark)

____	____	English	____	____	Vocational
____	____	Mathematics	____	____	Business Education
____	____	Science	____	____	Art
____	____	For. Lang.	____	____	Industrial Arts
____	____	Soc. Stud.	____	____	Home Economics

MAKING CAREER DECISIONS

When and how do you make decisions concerning the choice of a career? This is a very difficult question to answer for each person is responsible for, and must live with the choices made. There are some critical decision points as you move through the high school years. Your counselors can help you with the timing of such decisions so you should maintain communication with your counselor and keep him or her up-to-date on your thinking.

We are particularly interested in the experiences you can gain through career education. Through career education you can explore the many opportunities and receive assistance in defining your career goals.

As you grow in knowledge and experiences concerning careers, your thinking will change and so will your goals. Therefore, it is truly important that you recognize the wide range of opportunities and how they can satisfy your life's ambitions.

Remember your parents, teachers, counselors, and the community are all behind you in your efforts to find your place in life. Remember also, you must grow and mature to a point that you are ready to accept the responsibility of making a career choice. You must assume this responsibility for your future because only you can live your life.

CROSS ON ALL CLEAR SIGNAL!!

PROBLEMS IN THE WORLD OF WORK

The following problems might confront you as you prepare to go to work and after you are on the job. How would you handle them?

1. You want some kind of job experience before you leave high school, but you have been unable to find a job.

   SOLUTION:

2. You want to be an engineer, but you do not know if you have the ability.

   SOLUTION:

3. Your parents want you to be a teacher, but you want to be something else.

   SOLUTION:

4. You want to go into police work, but you must be 21 to apply and you are only 18.

   SOLUTION:

5. You want to go into the health fields, but do not know what courses to take in high school.

   SOLUTION:

6. You took auto mechanics in high school, but you cannot find a job.

   SOLUTION:

7. You have not done well in high school, but now you want to go to college.

   SOLUTION:

8. You have taken all college prep. and honor classes in high school, but now you don't want to go to college.

   SOLUTION:

INTELLIGENT CHOICES
ARE THE RESULT OF
STUDY AND PLANNING

CAREER PLANNING GUIDE

NAME_____ DATE_____

THIS CAREER STUDY IS ON [ ]

WORK PERFORMED

PERSONAL QUALIFICATIONS (MENTAL ABILITIES AND APTITUDES NEEDED)

WORKING CONDITIONS

EDUCATION AND/OR TRAINING REQUIRED

NAMES AND ADDRESSES OF SCHOOLS

SCHOOL - ADDRESS	COURSE LENGTH	YEARLY COST

FUTURE OUTLOOK

AREAS OF OHIO WHERE JOBS ARE LOCATED

LOCAL BUSINESS AND INDUSTRY WHERE JOBS ARE FOUND

EARNINGS AND WORK HOURS

HOURLY $_____ WEEKLY $_____ MONTHLY $_____ YEARLY $_____

HOURS PER DAY _____

DAYS PER WEEK _____

SHIFT WORK yes_____ no_____

FRINGE BENEFITS

VACATION PAY	yes_____	no_____
SICK LEAVE	yes_____	no_____
HOSPITALIZATION	yes_____	no_____
PENSION PLAN	yes_____	no_____

ADVANTAGES AND DISADVANTAGES OF THE OCCUPATION

ADVANTAGES DISADVANTAGES

_____

_____

_____

_____

_____

ADVANCEMENT

_____

_____

_____

OTHER RELATED CAREERS

_____ _____

_____ _____

_____ _____

CAREER EXPLORATION EVALUATION

CAREER EXPLORED _____ DATE _____

WHAT I DID AND LEARNED	Briefly describe your career exploration experience _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
TYPE OF PARTICIPATION	Check one _____ Primarily observation _____ Participation If you checked participation, then describe the tasks you participated in. _____ _____ _____ _____

LORAIN - AN INDUSTRIAL CITY

Lorain is an industrial city. There are many opportunities in our city regardless of your interests. There are jobs for the skilled, unskilled, technically oriented, professional oriented, business oriented and many other areas.

List below some of the major industries in Lorain. List the goods or services they produce and one occupation you might find there.

INDUSTRY — Goods - Services

1. _____ _____

_____

Occupation

_____

2. _____ Goods - Services

_____

_____

Occupation

_____

3. _____ Goods - Services

_____

_____

Occupation

_____

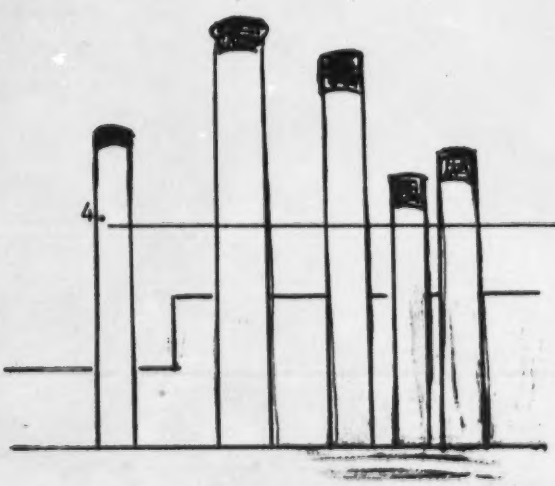
4. _____ Goods - Services

_____

_____

Occupation

_____



APPLICATION FORM

AJAX MANUFACTURING COMPANY

Last Name _____ First Name _____ Initial _____ Social Security No. _____

Address _____ City _____ State _____ County _____ Zip _____

Date Today

Mo. _____ Day _____ Year _____

Date of Birth

Mo. _____ Day _____ Year _____

Present Age _____ Color Eyes _____ Color Hair _____

Height (ft.) _____ (inches) _____

Medical: Check if you have had any of the following illnesses

Heart trouble_____ Back injury_____ Diabetes_____ Hernia_____

Ulcers_____ Epilepsy_____ Asthma_____ Color Blindness_____

Do you have a high school diploma? yes_____ no_____

List schools attended:

High School _____ Years 19___ 19___

College _____ Years 19___ 19___

Technical _____ Years 19___ 19___

List experiences or school subjects that have helped you prepare for employment.

_____

_____

_____

Briefly outline your goals in life:

_____

_____

_____

_____

_____

_____

References: List five persons that can speak for your ability and character.

1. Name_____

   Address_____ Tel._____

2. Name_____

   Address_____ Tel._____

3. Name_____

   Address_____ Tel._____

4. Name_____

   Address_____ Tel._____

5. Name_____

   Address_____ Tel._____

The above information is to the best os my knowledge complete and accurate.

Signature of Applicant Date

_____ _____

WHAT ABOUT VOCATIONAL EDUCATION?

A majority of Admiral King students will not go on to higher education. For most students, some specific vocational training may be the answer.

When you graduate and begin to interview for positions, your prospective employer will want to know what you can do. Those students possessing specific skills will be hired first and will get the better jobs.

If you are interested in vocational education, you will find that the Lorain City Schools offer a wide range of programs. One of these programs may be suited to your interests.

Following are some questions students may ask concerning the Vocational program of the Lorain City Schools. Your counselors are ready to explain the programs to you and answer any additional questions you might have.

Q. When must I decide about entering a vocational program?

A. Some programs are two years in length and some are one year in length. Cooperative Office Education, Distributive Education, and Diversified Cooperative Education are taken the Senior year. Generally speaking, you must decide to enter a vocational program at the conclusion of the 10th grade.

Q. What Vocational Program should I choose?

A. This question should be answered on the basis of your career goals. Your choice should be carefully considered based upon your interests, abilities, and aptitudes. Your counselor can assist you with your selection.

Q. What other programs are offered in addition to trade and business programs?

A. Lorain also offers opportunities in Cooperative Work Study Programs. Students in these programs spend one-half day in school and one-half day in on-the-job training. Chart II shows the schools where these programs are offered.

Q. Can I still go to college after graduation if I take a vocational program?

A. Yes, this is possible. It will depend upon the standards set by the various colleges and universities. Each student is required to take English III, U.S. History, and Proglems of Democracy. These courses fulfill the necessary <u>minimum</u> requirement, along with your 9th and 10th grade credits, for entry in some colleges and universities.

Q. Should graduates of vocational programs seek additional training?

A. If you desire, you can seek entry into an apprenticeship program or take advanced training. Again, your education does not, and should not, end with your high school diploma.

Q. How can I enroll in a program that is offered in another Lorain City school district?

A. If you wish to enroll in a vocational program in another school in the Lorain system, you must transfer to the school where the program is offered. You must be able to provide your own transportation.

Q. How do I enroll in a vocational program?

A. If you are interested in a vocational program, your counselor can assist you with enrollment procedures. Most programs operate on a quota system so you should make your intentions known to your counselor. Only those students qualified will be taken into the program. An interview with your prospective instructor and a visit to the shop or classroom is desirable.

NOTE: See the Career Education Coordinator to make arrangements for visitations.

CHART I

VOCATIONAL PROGRAMS

PROGRAM	ADMIRAL KING	LORAIN HIGH	SOUTHVIEW
Trades & Industrial			
Auto Mechanics	X	X	
Auto Body Repair			X
Industrial Electricity	X		
Communications Electronics		X	
Machine Shop		X	
Drafting			X
Welding			X
Small Engine Repair	X		
Business			
Clerical	X	X	X
Stenographic	X	X	X
Data Accounting		X	
Office Processing Specialist		X	
Home Economics Job Training			
Food Service		X	
Home & Community Job Training		X	
Vocational Child Care	X	X	X

CHART II

WORK STUDY PROGRAMS

PROGRAM	ADMIRAL KING	LORAIN HIGH	SOUTHVIEW
Cooperative Office Education	X	X	X
Diversified Cooperative Training	X		
Distributive Education	X	X	X
Occupational Work Experience	X	X	X